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ABSTRACT

A follow-up study was conducted at Illinois' William Rainey Harper College (WRHC) to investigate the experiences of students 25 years of age and older at the college, including the services they used, the barriers they faced, and the ways WRHC could assist adult students in the future. A survey instrument was mailed to a stratified random sample of 125 students in each of four age groups: 25-30, 31-40, 41-50, and 51 and older. Study findings, based on a 36% response rate, included the following: (1) 78% of the respondents were female, 85% were employed full time, and 5% were minorities; (2) 6% were currently part-time students, 47% away from WRHC temporarily, and 47% were away from WRHC permanently; (3) the students attended WRHC mainly for personal growth, to develop new career opportunities, to update their current job skills, and to receive credentialing for their goals; (4) most were under time constraints and wanted to accomplish their goals in a short period of time; (5) the adult students were open to receiving college services, if they were aware of the services, if the services were offered at convenient times, and if the services will help them achieve their goals; (6) they appreciate WRHC offering classes at convenient times, being close to home, offering inexpensive programs, and offering a wide variety of programs; and (7) 40% volunteered to serve in an advisory capacity for future adult planning sessions. The survey instrument is included. (KP)

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STUDENT DEVELOPMENT SURVEY OF ADULT STUDENTS

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A B S T R A C T

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP FORMER ADULT STUDENTS 25 AND OLDER. THE STUDY FOCUSED ON EVALUATING THE EXPERIENCES OF THESE STUDENTS AT HARPER INCLUDING THE SERVICES THEY USED, THE BARRIERS THEY FACED, AND THE WAYS IN WHICH HARPER COULD HELP ADULT STUDENTS IN THE FUTURE.

A SURVEY INSTRUMENT WAS DEVELOPED BY STUDENT DEVELOPMENT AND MAILED BY THE OFFICE OF PLANNING AND RESEARCH TO 500 FORMER ADULT STUDENTS OVER 25 YEARS OF AGE. THESE STUDENTS WERE A RANDOM SAMPLE SELECTED FROM STUDENTS WHO ATTENDED OVER THE LAST FIVE YEARS.

AFTER TWO MAILINGS, A 36 PERCENT RESPONSE RATE WAS OBTAINED. THERE WAS SOME BIAS IN THE RESPONSES AND THIS IS DOCUMENTED IN THE REPORT.

RESULTS OF THE SURVEY SHOWED THAT ADULT STUDENTS ATTEND HARPER MAINLY FOR PERSONAL GROWTH, TO DEVELOP NEW CAREER OPPORTUNITIES, TO UPDATE THEIR CURRENT JOB SKILLS AND TO RECEIVE CREDENTIALING FOR THEIR GOALS. MOST ARE UNDER TIGHT TIME CONSTRAINTS AND WANT TO ACCOMPLISH THEIR GOALS IN A SHORT TIME PERIOD. THEY ARE OPEN TO RECEIVING SERVICES IF THEY ARE AWARE OF THESE SERVICES, IF THEY ARE OFFERED AT CONVENIENT TIMES AND IF THEY WILL HELP THEM ACHIEVE THEIR GOALS. FOR THE MOST PART THEY ARE ALREADY HIGHLY MOTIVATED. THEY APPRECIATE HARPER OFFERING CLASSES AT CONVENIENT TIMES, BEING CLOSE TO HOME, OFFERING INEXPENSIVE PROGRAMS AND OFFERING A WIDE VARIETY OF PROGRAMS.

THE POSITIVE FEELINGS ABOUT HARPER ARE REINFORCED BY THE FACT THAT 40 PERCENT VOLUNTEERED TO SERVE IN AN ADVISORY CAPACITY FOR FUTURE ADULT PLANNING SESSIONS.

TABLE OF CONTENTS

		Page
I.	Purpose	1
II.	Methodology and Population Surveyed	1-2
III.	Discussion of Results	2-3
IV.	Major Conclusions	3
V.	Detailed Results	
	A. Present or anticipated circumstances which encouraged student to start classes at Harper College	4
	B. Personal barriers experiences when they first attended Harper College.	4
	C. Goal of student while at Harper College.	5
	D. Main concerns while attending Harper College	5
	E. Factors contributing to continued attendance at Harper College	6
	F. Services used at Harper College.	6
	G. Services which adults did not know about but will now consider using.	7
	H. Services which are most helpful to adult students.	8
	I. When adult students would be most likely to use services	8
	J. How adults became aware of services.	8
	K. How adults would like to learn about College services for adults	9
	L. What services at Harper College would adults be most likely to use if made available.	9
	M. Special interest topics.	9
	N. General comments	10-12
	O. How can Harper assist you in maintaining that motivation for success	12-14

Purpose

The purpose of this study was to follow up former adult students 25 and older. The study focused on evaluating the experiences of these students at Harper including the services they used, the barriers they faced and the identification of ways Harper could help adult students in the future. The study was requested by the Student Development Task Force working with adult students.

Methodology and Population Surveyed

The survey instrument shown in the appendix was developed by a Student Development Task Force, working with adult students, after consultation with the Office of Planning and Research. The survey instrument was mailed to a stratified random sample of four different age groups - 25 to 30, 31 to 40, 41 to 50, and 51 and older. The sample size was 500 with 125 in each age grouping. After a second mailing to non-respondents, 182 completed surveys were received for a 36 percent response rate. There were several biases among those who responded. There were proportionally fewer male, fewer younger adults (25-30) and fewer minorities who responded than in the sample population.

Characteristics of the respondents showed 78 percent were female, 85 percent were employed full time and only 5 percent were minority. In terms of student status, 6 percent were currently part-time students, while 47 percent were away from Harper temporarily and 47 percent were away from Harper permanently. Examining marital status, 45 percent are married with dependents at home, 21 percent are married without dependents living at home, 17 percent are single living alone, 8 percent are single living with others and 9 percent are single parents with dependents at home.

Harper College Student Development Adult Survey

Sample Population

Ethnic Background	N	PCT	Gender	N	PCT
Asian	23	5.2	Male	145	29.0
American Indian	1	.2	Female	355	71.0
Black	8	1.8	Total	500	100.0
Hispanic	9	2.1			
Caucasian	398	89.6	Age	N	PCT
Foreign	5	1.1	25-30	125	25.0
Total	444	100.0	31-40	125	25.0
			41-50	125	25.0
No data	56	11.2	51 and over	125	25.0

Response Rates

	Respondents	Sample Population	Response Rate
Total	182	500	36.4
Female	142	355	40.0
Male	40	145	27.6
25-30 Years of Age	29	125	23.2
31-40 Years of Age	47	125	37.6
41-50 Years of Age	57	125	45.6
51 Years and Older	49	125	39.2
Minority	9	52	17.3
Caucasian	170	448	37.9

Age Range	N	PCT
25-30	29	16.0
31-40	47	25.8
41-50	57	31.3
51 and over	49	26.9
Total	182	100.0

Employment	N	PCT
Full Time Average 38 hrs/wk	154	84.6
Not employed	28	15.4
Total	182	100.0

Marital Status	N	PCT
Married with 1 dependent at home	83	45.6
Married without dependents at home	38	20.9
Single, living alone	31	17.0
Single, living w/other	14	7.7
Single parent with 1 dependent at home	16	8.8
Total	182	100.0

Gender	N	PCT
Male	40	22.0
Female	142	78.0
Total	182	100.0

Student Status	N	PCT
Full Time	0	0
Part Time	11	6.1
Not Enrolled	85	47.0
Former Student	85	46.9
Total	181	100.0

Ethnic Status	N	PCT
Black	4	2.2
Hispanic	3	1.7
Middle Eastern	2	1.1
Caucasian	170	95.0
Total	179	100.0

Outside Commitments	N	PCT
Committed Average 11 hours/week	123	67.6
Not Committed	59	32.4
Total	182	100.0

Discussion of Results

In looking at the life factors that led these students to enroll at Harper, 73 percent cited a need for personal growth, 44 percent a need to develop new career opportunities, 34 percent a need to update their current job skills and 28 percent needed credentials for their goals. Students were then asked to reflect on their time at Harper and identify barriers they faced when they first enrolled. More than half (54%) cited time restraints while 39 percent mentioned hours of employment, 24 percent listed financial problems, 21 percent confess to fear of required testing, 20 percent indicated a lack of goals or direction and 19 percent stated child care was a problem. Interestingly, 14 percent indicated they experienced no barriers when they first attended Harper. When asked to list their main concerns while attending Harper, 65 percent said it was juggling multiple responsibilities, 42 percent indicated it was the length of time since they last attended school and 29 percent checked being too old or not fitting in.

The principle factors which contributed to continued attendance at Harper for these students were classes at convenient times (67%), close to home (66%), inexpensive programs (54%) and a variety of program offerings (48%). Some 19 percent listed no factors which contributed to their continued attendance or maybe they did not continue to attend. When asked what services they used, 34 percent cited Continuing Education courses, 15 percent said Placement Tests, 14 percent listed Career Counseling, 12 percent indicated the Weekend College, and 10 percent stated Health Services. Significantly, 41 percent of the adults who responded had not used any of the services which were listed in the survey. It should be noted that the Learning Resources Center and Cultural Activities were not listed. Noteworthy for its absence, no one checked they used Child Care Services even though 19 percent listed child care as a barrier.

When asked which services adults did not know about but would now consider using, half the respondents listed at least one service. The most frequently men-

Discussion of Results (continued)

tioned were Career Interest Testing Workshops - 19, Career Counseling - 18, Weekend College - 18, Resources for Women - 17, Personal Counseling - 17, and Job Placement - 15. The most helpful services listed were Continuing Education Courses - 33, Career Counseling - 21, Weekend College - 21, Resources for Women - 18, Personal Counseling - 15, and Career Interest Testing Workshops - 12. Thus, except for Continuing Education Courses, it was the same services that were listed as both unknown but would be considered for use and as the most helpful services.

The most likely time adults would use services would be evenings during the week or on weekends. Adults heard about services most often by material mailed to their home and that is how they would prefer, for the most part, to hear about services. Among another list of proposed services, adults would most likely use Special Interest Seminars - 43 percent, Adults Only Counselor - 42 percent, and Discussion-Support Groups with Peers - 28 percent. Others listed also had substantial support.

Comments by adults indicated they were already highly motivated, were pressed for time, and needed to accomplish goals in a short period of time, were not very tolerant of poor performance by Harper employees, and indicated they were open to services if they knew about them and they related to their needs.

Remarkedly, 73 of the respondents volunteered to serve in an advisory capacity for future adult planning sessions.

Major Conclusions

Adult students attend Harper mainly for personal growth, to develop new career opportunities, to update their current job skills and to receive credentialing for their goals. Most are under tight time constraints and want to accomplish their goals in a short time period. They are open to receiving services if they are aware of these services, if they are offered at convenient times, and if they will help them achieve their goals. For the most part they are already highly motivated. They appreciate Harper offering classes at convenient times, being close to home, offering inexpensive programs and offering a wide variety of programs. Their positive feelings about Harper are reinforced by the fact that 40 percent volunteered to serve in an advisory capacity for future adult planning sessions.

Present or Anticipated Circumstances Which Encouraged Student to Start Classes at Harper College

Circumstance	N	PCT
Need for personal growth and development	132	73.3
Need to develop new career opportunities and change current career path	79	43.9
Need to update current job skills/or retrain as required by current employer	62	34.4
Need for credentials to accomplish goals	50	27.8
Change in family/home responsibilities	19	10.6
Need to return to the job market after absence	17	9.4
Financially able	15	8.9
Change in time commitment, obligations	15	8.3
Change in marital status	12	6.7
Recently unemployed	4	2.2
Harper's present and reputation	2	1.1
Off-campus location nearby	1	.6
Job offered tuition benefits	1	.6
Became adjunct faculty at Harper	1	.6
Had Veteran benefits	1	.6

Personal Barriers Experienced When They First Attended Harper College

Barrier	N	PCT of 156
Time restraints	84	53.8
Hours of employment	61	39.1
Financial	37	23.7
Fear of required testing	33	21.2
Lack of goals or direction	31	19.9
Child care	29	18.6
Previous academic difficulties	15	9.6
Lack of spouse/family support	12	7.7
Health	9	5.8
Architectural accessibility	4	2.6
Transportation	4	2.6
Fear of going back to school and failing after many years away from school	3	1.9
Communicative accessibility	2	1.3
Fear of long walk to parking lot at night	2	1.3
Fear of specific classes	2	1.3
Lack of offerings in evening	1	.6
Courses desired were not offered	1	.6
Current job requires out-of-town travel	1	.6
Lack of interest	1	.6
Faculty not using textbook	1	.6

	N	PCT of 178
Experienced no barriers	26	14.3

Goal of Student While at Harper College

Goal	N	PCT of 182
Personal enrichment/sense of achievement	119	65.4
Upgrade job skills	55	30.2
Take specific coursework required for credentials	38	20.9
Prepare to transfer to a 4-year college	24	13.2
Certificate	20	11.0
Degree - AA or AS	19	10.4
Degree - AAS	11	6.0
Prepare for job in new field	1	.5

AAS Fields	Colleges Transferring to:	
Horticulture	Roosevelt	4
Cardiac Technology	Northern	2
Nursing	U. I. Chicago	2
Mechanical Engineering Tech	Nat'l Lewis Univ.	2
Legal Tech	Barat	2
Criminal Justice	Trinity	1
Computer Information Services	Elmhurst	1
	DePaul	1
	Northwestern	1
	Western	1
	Aurora University	1

Main Concerns While Attending Harper College

Main Concerns	N	PCT of 164
Juggling multiple responsibilities	106	64.6
Length of time since last attended school	69	42.1
Being too old - not fitting in	47	28.7
Brain has atrophied	38	23.2
Length of time needed to complete program	37	22.6
Uncertainty of career goal	32	19.5
Fear of unknown	29	17.7
Uncertainty of personal goals	28	17.1
Unaware of services for people with disabilities	2	1.2
To be able to take certain courses	2	1.2
Being able to transfer certain courses	2	1.2
Transportation	2	1.2
Language and/or cultural barriers	1	.6
Just to finish	1	.6
Childcare	1	.6
Expense	1	.6
Fear of Failure	1	.6
Security	1	.6

	N	PCT of 182
No Main Concern	18	9.9

Factors Contributing to Continued Attendance at Harper College

Factors	N	PCT of 147
Classes at convenient times	98	66.7
Close to home	97	66.0
Inexpensive programs	80	54.4
Variety of program offerings	71	48.3
Employer offered financial - other incentives	27	18.4
Other adults who successfully returned to college	27	18.4
Individual attention	14	9.5
Special adult information program	14	9.5
Caring and supportive counseling staff	11	7.5
Role model provided encouragement	8	5.4
Great faculty	3	2.0
Available childcare	1	.7
Services for people with disabilities	1	.7
Telecourses	1	.7
Chargeback	1	.7

	N	PCT of 182
No factors contributed	35	19.2

Services Used at Harper College

Services	N	PCT
Continuing Education Courses	61	33.5
Placement Tests	27	14.8
Career Counseling	26	14.3
Weekend College	21	11.5
Health Services	19	10.4
Resources for Women	15	8.2
Career Interest Testing Workshops	12	6.6
Personal Counseling	12	6.6
Tutoring Center	11	6.0
Center for New Students and Orientation	10	5.5
Adult Information Session	10	5.5
PSY/108 - Career Development	9	4.9
Continuing Education Information Services	7	3.8
Short-Term loans	6	3.3
Open entry classes	6	3.3
CLEP/Proficiency tests	6	3.3
Orientation 101 - Adults only	6	3.3
Career Transitions Center	6	3.3
PSY/107 - Humanistic Psychology - Adults only	5	2.7
Support groups	4	2.2
PSY/106 - Study Skills - Adults only	4	2.2
Math anxiety support group	3	1.6
Financial Aid	3	1.6
Job Placement	3	1.6
Center for Students with Disabilities	1	.5
English as a Second Language	1	.5
Library	1	.5
TV/Video self-directed courses	1	.5
Computer lab	1	.5
Adults using no services listed	74	40.7

Services Which Adults Did Not Know About But Will Now Consider Using

Service	N
Career Interest Testing Workshops	19
Career Counseling	18
Weekend College	18
Resources for Women	17
Personal Counseling	17
Job Placement	15
Career Transitions Center	11
Math Anxiety Support Group	11
Childcare	10
Financial Aid	9
Non-Traditional Degree Seminar	9
Adult Information Center	9
PSY/106 - Study Skills - Adults Only	8
Weekend College Counseling	7
Support Groups	7
Orientation 101 - Adults Only	6
PSY/108 - Career Development	6
Continuing Education Information Services	6
Open Entry Classes	6
CLEP/Proficiency Tests	5
Continuing Education Courses	3
Learning Assistance Center	3
Placement Tests	2
Success Seminars	2
Office of Multi-Cultural Affairs	2
PSY/107 - Humanistic Psychology - Adults Only	1
Center for New Students and Orientation	1
Transfer Seminars	1
Short-term Loans	1
Test Performance Analysis	1

Number who listed no services 90 -- 49.5 percent

Services Which Are Most Helpful to Adult Students

Services	N
Continuing Education Courses	33
Career Counseling	21
Weekend College	21
Resources for Women	18
Personal Counseling	15
Career Interest Testing Workshops	12
Job Placement	10
Health Services	10
Placement Tests	9
Learning Assistance Center	8
Adult Information Session	7
Financial Aid	7
Continuing Education Information Service	7
CLEP/Proficiency Tests	7
Center for New Students and Orientation	6
Childcare	6
Career Transition Center	5
Tutoring Center	5
PSY/106 Study Skills - Adults Only	4
Support Groups	4
Orientation 101 - Adults only	3
PSY/107 Humanistic Psychology - Adults Only	3
PSY/108 Career Development	3
Math Anxiety Support Group	3
Non-Traditional Degree Seminar	2
Open Entry Classes	2
Center for Students with Disabilities	1
Weekend College Counseling	1
Short-Term Loan	1

When Adult Students Would be Most Likely to Use Services

Time	N	PCT of 156
Weekday evenings 6:00 - 10:00 p.m.	105	67.3
Saturdays 8:00 a.m. - 12:00 p.m.	87	55.8
Saturdays 12:00 - 4:00 p.m.	70	44.9
Sundays 12:00 - 4:00 p.m.	60	38.5
Weekdays 4:00 - 6:00 p.m.	21	13.5
Weekdays 12:00 - 4:00 p.m.	20	12.8
Weekdays 8:00 a.m. - 12:00 p.m.	16	10.3
Weekdays 6:30-8:00 a.m.	1	.6

How Adults Became Aware of Services

Method	N	PCT of 168
Harper course schedule mailed to home	111	66.1
Harper brochure mailed to home	86	51.2
Friends	50	29.8
Newspaper	20	11.9
Harper employees	12	7.1
Inquired themselves	8	4.8
Through employer	3	1.8
TV/Radio	1	.6
Illinois Job Service	1	.6

How Adults Would Like to Learn About College Services for Adults

Method	N	PCT of 164
Harper course schedule mailed to home	117	71.3
Harper brochures mailed to home	117	71.3
Newspaper	44	26.8
Friends	22	13.4
TV/Radio	16	9.8
Harper employees	12	7.3
Employer	2	1.2
The "Harbinger"	1	.6
Assigned advisor	1	.6
Poster - Ads	1	.6

What Services at Harper College Would Adults be Most Likely to Use if Made Available

Services	N	PCT of 127
Special interest seminars	55	43.3
Adults only counselor	53	41.7
Discussion/support group with peers	36	28.3
PSY/108 Career Development - Adults only	29	22.8
Adult student drop-in center	29	22.8
Financial Aid planning session	26	20.5
Mandatory academic advising at program mid-point	16	12.6
Graduate credit classes	2	1.6
Opportunity to finish bachelors degree in Harper's District	1	.8
Specialized adult placement	1	.8
Off-campus site closer to home	1	.8

Special Interest Topics

Computers - 2	Math Anxiety	Juggling responsibilities
Health Care - 2	Time Management	Travel
Broad range of topics	Self improvement	Practical child rearing
Fitness	Art	Photography
Adult Art	Dietetic Tech Alumni Refresher	Advanced level language
Women's Health	Goal Development	Business future trends
Journalism Opportunities	Writing Family History	Fit Education & Real World
Local History Research	Retirement	Law courses
Economics courses	Astronomy	Health Service
Finance	Resume writing	Writing
Japanese and culture	Retraining	Interviewing techniques
Mind/body awareness	Anthropology	Home maintenance repairs
Archaeology	Public speaking	History
Family matters	Investment for security	Meditation for healing
Computer finances		Information for careers

Note:
73 of the adult respondents volunteered to serve in an advisory capacity for future adult planning sessions.

General Comments

- At my personal age, 55 "motivation" is not the question - I work in the field of alcohol/drugs and its relation to the court system. Harper - or no nearby colleges have any courses available where one can get a certification as counselor and/or evaluator. I would think that would be an academic field that should be looked into for Harper.
- I completed 27 hours in accounting - Sat for the CPA in November - passed all 4 parts, motivation is internal -- but. . . . .aided by!
- In order to be a successful student, you need self confidence.
- I guess I need to decide what I want to do first, although the things I want to do do not necessarily fit into a course degree.
- More tutors available for instruction - more flyers about extra activities outside the classroom.
- Continue to offer CE classes in such subjects as self-esteem, career direction, personal development - they are my primary interest at Harper now since I am completing my bachelor's degree in English from the University of Illinois at Chicago.
- My Calculus II teacher taught part time evenings, full time high school and encouraged us to work hard -not watch TV and had lectures worth attending and even though I had not had Calc I for 8 years previous, I got an "A" on my first test.
- Make more nursing and dental hygienists classes available. I left Harper because of the "crap" a department gave others, not even one about getting into the program. Harper could be a 4-year program - now I am giving $32,000 to Elmhurst to accomplish what Harper could not!
- Continue to offer more classes at the NEC - very convenient location for me.
- Have the counselors help you to look through the courses information and help the student pick out some careers that might interest them or to let you know how to get this help.
- As older adults we have limited time and pressing needs to accomplish our goals faster. What the young people can do casually in 2 years, requires a much longer time for us. Accelerate Adult Learning Programs. Sometimes keeping our jobs requires acquiring knowledge fast.
- I am a very goal oriented person - at this time in my life I know what I need to advance. My needs are not generally intrinsic ones of motivation rather extrinsic limitations of time, schedule, and family demands.
- Offer more health career programs and related fields - have more counselors available by telephone.
- Time constraints are the only thing keeping me from returning to Harper.
- As an adult I feel motivation is up to me. Harper supplies an excellent program and great hours for all.
- If I knew what motivated me I would be a successful student - some study skills and time management classes might be helpful especially if you did not learn these skills in high school or are an older student getting back in the swing.
- Removing fear of unknown - realize one is never too old to start over.
- Motivation is not a problem.
- Let me sit in - not for course credit - on courses I think I would like to take. Would like to sit in on law/economic classes.
- Send me a current course schedule and information on child care.
- Originally had planned to finish 4th semester but somehow lost interest. Could not seem to find a particular area that would fit my needs - employed in travel industry.
- Childcare - more classes during non-traditional hours, i.e., Saturdays, Sundays or weekend programs only for specific areas - besides nursing.
- I live out of district.
- I have no problem with programs now in place - Harper has met all my needs.
- Parking should be closer for students - it can be very hard to walk in cold weather. I have a bad hip and had problems during the winter.

General Comments (continued)

- To have the opportunity to continue my education at Harper with the resident tuition rate presently charging students and necessary courses to complete the bachelor degree. Let Harper have the cooperation of some employers to offer the displaced housewife/adults returning to school to complete their education - financial and other incentives contributions.
- Creating a more friendly atmosphere for adult students and less red tape if I do not have the time to take a course 1 semester but I return a semester or 2 later.
- Offer necessary course so that I could receive my degree in a reasonable period of time.
- Already have masters degree - just go to Harper for fun!
- Asking for feedback as in this survey.
- Originally when I contemplated returning to Harper full time, I was discouraged by what appeared to be a disinterested counselor. I had been out of school approximately 20 years and had 30+ accredited hours which he proceeded to inform me were useless. At the time it was not what I needed to hear. In addition, no information was given as to what could be found at Harper that would fit into my lifestyle.
- The evening school environment can be difficult for both faculty and students but some instructors have shown a marked lack of interest and have been very lazy in their presentations, i.e., re-use of prior tests, lack of coordination regarding coverage of topics between instructors giving first and second semesters of same course "winging it" on lecture material. These habits are not inspirational.
- Have a Continuing Education Fair. Consumers could go table to table to look/discuss with instructor about the course objectives. Two to three sentences in a brochure does not always motivate people.
- Finished my degree - Harper was fine!
- Harper College services are excellent.
- I have found the professors very helpful and interested. I just need to determine for myself what other courses to take.
- Need to improve computer facilities.
- I took a computer class - there was one teacher and 45 students. It was evident that this was too much for one instructor to handle and if you needed assistance you had to wait - it just was not worth the trouble.
- Motivation not necessary - already a successful student.
- My course taken fall '92, Political Science 220 with Professor Alter had a profound impact on my political awareness. That particular course was enlightening and that is the best motivation you can get.
- I think Harper College is complete with what it has to offer, some things (services) I was not aware of - I think it is a matter of putting more time into searching out these services and making use of them.
- I only need the time and the energy to be motivated! I am 60 years old, a legal secretary in downtown Chicago and hoping to be able to retire at 65 with the financial ability to study anything that interests me.
- Be flexible - more classes offered for weekend classes.
- Include former Harper students in seminars, counseling groups and planning sessions - study groups.
- They provide adequate services.
- Harper was very motivating - the instructors were interested in their students and quite helpful in class and on an individual basis.
- Enthusiasm from the teachers.
- There should be more classes in the evening for programs such as nursing - MOA and other various health career choices - working full time and with classes during the day these classes are not feasible.

General Comments (continued)

- At this time I am going to graduate school. I look forward to several non-credit photography courses that I have not yet taken at Harper - so am looking to Harper for help in expressing myself creatively.
- Keep up the good job! You have an excellent faculty.
- For those who come directly from work there is no time for dinner - a) snack bars open until 7:00 and vending machines with a more nutritious offering b) more than one snack bar - closer parking - a better library.
- Waiting for Anthro Lab given by Dr. Pabl, I hope!
- I feel positive about your program.
- Harper College is noted for being a self-learning school in that teachers input is relatively small.
- Good programs.
- Possibly make the adult student more aware of the services Harper provides.
- Offer career type courses that attract mostly adults or serious students because students that take a course because they think it will be an easy credit or because they have to but don't really want to, tend to detract from the learning process for everyone else.
- Fix PC in the lab.
- Already completed BA degree and have a successful career in Criminal Justice field
- Concentrated short schedule for some job training courses, certificate programs, refresher courses, placement service.
- It is my responsibility to motivate me.
- Increase the diversity of continuing education courses offered.
- You do a good job now!
- Better and more qualified teachers.
- Motivation comes from within - I honestly cannot see that you could artificially motivate anyone.
- When giving courses to give enough examples and practical solutions. When a student leaves Harper he should have a book as a solid reference to go back to solve some problems and find some answers.
- I would have felt more comfortable and confident if academic advising had been encouraged or mandatory at time of application for college credit course.
- It may be helpful to realize and be more aware of employment potentials once a degree has been completed.
- House graduate classes for universities so we would not have to drive so far.
- Expanded class schedule on Saturday.
- I was/am a successful student - Harper was always encouraging in this! All the teachers I had were very motivating.
- Offer more classes at Rock Valley College - more of a variety.
- Offer all available paralegal courses at Rock Valley College in Rockford.

How Can Harper Assist You in Maintaining That Motivation for Success

- Qualified staff - both in knowledge base and teaching methods - Adult learners do not have patience for mediocrity.
- I guess to help me decide which direction to go.
- Requiring students to take the PSY course for learning how to study and take notes not letting students graduate without English requirements passed with a "C".
- Continue to offer continuing ed classes in such subjects as self-esteem, career direction, personal development - they are my primary interest at Harper now since I am completing my bachelor's degree in English from the University of Illinois at Chicago. I consider myself a lifelong student - I plan to take an occasional class or 2 at Harper after I get my BA.
- Get rid of teachers like the three I had - they were never prepared and wasted student's time.

How Can Harper Assist (continued)

- Open the program and fire the head of the department. She gives you a bad name that extends to the students of COD and Elmhurst N W C H and a B M C! I am serious - you don't know the bad taste she leaves in people's minds about Harper. In school, I loved and wrote for the Harbinger.
- May be have the counselor who helped a student get back to them in a month or two and see if they need any help either by phone or by letter just to let them know if they need help someone is there.
- Don't hold us back with traditional teaching styles. How about some classes that go 9 hours/week (3 days) for 5 or 6 weeks. We can then feel that we are accomplishing something faster. This kind of a time commitment would be easier to plan for an schedule.
- A 36-hour day? ACtually, Harper has successfully helped me through the recertification process. I have always been appreciative and complimentary of the quality of courses I have taken.
- Keep up the good work in the Learning Resources Center.
- Harper has provided the opportunity and the individual must have the motivation.
- Continue to provide good teachers and good adult classes.
- Occasional print out of classes and hours completed and list of needs to acquire a certificate or degree.
- Support groups to help build confidence.
- Allow me to do my best.
- Continue providing classes for leisure interests - painting - craft; however, I found in a recent painting class that the mixture of beginning and advanced students was disturbing - advanced students seemed to receive more attention while the newcomers were left to struggle.
- More classes during non-traditional hours, i.e., Saturdays, Sundays or Weekend programs for specific areas - besides nursing.
- Harper offers a great number of courses - I plan to attend the Spring '94 classes for psychology - then chemistry - then biology - I enjoy the school.
- An adult student "meeting center" even at satellite school locations.
- By taking a more personal interest.
- I am a good student and motivated - I just needed direction - at the present, I am not considering a degree.
- How do you test for and ensure the employment of inspirational instructors? I don't know, but they make all the difference.
- I have no children but the excuse some people have is that they cannot get away from kids. Solution: offer more adult/children courses - supply baby-sitting!
- Finished my degree - Harper was fine!
- I am not sure.
- Perhaps vocational guidance.
- Keep sending brochures - I think Harper is a wonderful junior college and I plan to continue my education for the rest of my life - I like being an "eternal" student.
- I don't know.
- Perhaps scheduling weekend open houses for potential adult students as well as current adult students immediately prior to registration times for fall and spring semester starts.
- Offer more classes.
- Send me course schedules - the reason I have not finished my certificate program is that I am not made aware when specific courses are offered - I would also like to know what I need yet to take to achieve AAS degree based upon all college credits.
- Let the student know on an individual basis how well they are doing - in other words, we all need support and encouragement to make us feel good.
- By providing more evening classes.

How Can Harper Assist (continued)

- Keep up the great work of offering a variety of continuing ed courses at reasonable prices with quality instructors. I really enjoyed photography I last semester - excellent instructor.
- If I am truly learning on an advanced level, i.e., college motivation should be my charge. This is not high school. Your excellent teaching staff provides motivation.
- Have more anthropology or archaeology classes that teach one period of time.
- Graduation!
- To ensure I understand and having the teachers give me all the potential ways that I can get help from all of the resources at the College.
- Special interest seminars are great motivators to become that successful student/person.
- Shorter programs for adult degree educations, i.e., take into consideration the work experience.
- Certificate course (25 credits) to learn skill - become able to see the goal materialize.
- Support in the form of information and/or assistance in areas of need.
- Increase the diversity of continuing education courses offered.
- Keep doing what you are doing!
- I am glad these services are there but due to time commitments I really just go to class and come home. Teachers are very helpful - that's all I need for now.
- Better teachers!
- To put well-trained teachers and knowledgeable - when students are asked by their teacher to fill a survey for him how good he is - he should leave the classroom and someone else should come and collect the filled-out forms.
- The two courses I took in fall of '92 were great. It felt good to be learning and on the path to a new goal. I was just uncertain of one of the courses I had, whether or not it fit the requirements needed in some undergrad work. Overall, a good experience!
- If not already available, perhaps a database of information about companies in the area, along with employment opportunities and with typical salaries for specific positions within those companies - may be extremely beneficial to students anticipating a job search.
- House graduate classes for universities so we would not have to drive so far.
- It would be servicable if Harper would offer more graduate courses through NIU - another affiliation.
- It is helpful when teachers are able to acknowledge age differences - when appropriate - such as in classes like Algebra - which was a review class for me but a first-time class for some of the younger students.
- Offer more classes at Rock Valley College - more of a variety - but send the information regarding these classes to my home.

A P P E N D I X

- Survey Instrument

- Cover Letter

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
708-397-3000

Spring 1993

Dear Harper College Student:

Harper College views the individual development of students as a vital function of a community college and therefore offers an extensive program of student development services to students. Since the average age of Harper College students is now 33, it is important to consider the needs of adult students 25 years of age and over and to identify programs to effectively meet these needs.

You have been randomly selected from a list of students, 25 and over who attended Harper College between the fall of 1990 and the fall of 1992. It is important that we receive feedback from you regarding services you need from the Student Development at Harper College.

Any information you supply will be kept confidential and will only be used in combination with responses from other students selected for this survey. We ask you to answer the questionnaire and to return it in the envelope enclosed for your convenience. Since you are one of a sample group, it is very important that everyone respond and we thank you in advance for your cooperation.

Very truly yours,

John A. Lucas, Director
Office of Planning and Research

jc
Enclosures

HARPER COLLEGE
STUDENT DEVELOPMENT ADULT SURVEY

You have been selected to complete the following survey. The purpose of the survey is to gain insight into the services available to adult Harper students. The ultimate goal is to improve services and opportunities for adult students.

Your assistance in completing the survey is greatly appreciated. **Please be assured, your confidentiality will be maintained.**

DEFINITIONS:

STUDENT DEVELOPMENT services help students deal with concerns in the areas of personal adjustment, career counseling and educational planning. These general areas cover assistance in coping with the problems of being a student in a complex environment, facilitating the exploration of career options and helping students plan their educational path.

ADULT STUDENT Someone who manages a home (which may include family); financially supports oneself/family; is involved in a career and perhaps civic responsibilities; has been out of high school for a significant period of time; may be 25 or older; any or all of the above.

PLEASE CHECK APPROPRIATE CATEGORY:

1. **Age** a___ 25-30 c___ 41-50
   b___ 31-40 d___ 51 and over

2. **Sex** a___ Female b___ Male

3. **Student Status**

   Current Harper Student a___ Full-Time, (12 hours or more) b___ Part-Time, (Less than 12 hours)

   c___ Presently not enrolled, d___ Former Harper student

4. **Employment/Commitments** (while a Harper student)
   How many hours per week do you work? a_____
   How many hours per week are you involved in outside activities or other commitments? b_____

5. **Marital Status** a___ Married with b___ dependents* at home.

   c___ Married without dependents at home.

   d___ Single, living alone (includes widowed, divorced).

   e___ Single, living with other.

   f___ Single parent with g___ dependents at home.

(*dependents can be children, relative, friend)

6. **Ethnic Description** (check one)

a___ African American or Black of non-Hispanic origin

b___ American Indian or Alaskan Native

c___ Asian or Pacific Islander

d___ Hispanic

e___ Middle Eastern, Indian, or Pakistani

f___ White/Caucasian

g___ Other_____

h___ Do not wish to respond

7. **What present or anticipated circumstances encouraged you to start classes at Harper College?** (check all that apply)

a___ Change in marital status

b___ Change in family/home responsibilities

c___ Change in time commitment/obligations

d___ Update current job skills/or retrain as required by current employer

e___ Desire to return to the job market after absence

f___ Recently unemployed

g___ Personal growth and development

h___ Desire to develop new career opportunities/ change current career path

i___ Need credentials to accomplish goals

j___ Financially able

k___ Other_____

8. **What personal barriers are you experiencing or did you experience in first attending Harper College?** (check all that apply)

a___ Child care

b___ Financial

c___ Previous academic difficulties

d___ Lack of spousal/family support

e___ Health

f___ Architectural Accessibility

g___ Communicative Accessibility (re: those with learning & sensory impairments)

h___ Transportation

i___ Fear of required testing

j___ Time restraints

k___ Hours of employment

l___ Lack of goals or direction

m___ Other_____

9. **If current student a ☐ , what is your current goal at Harper/If former student b ☐ , what did you accomplish at Harper College?** (check all that apply)

c___ Personal enrichment/sense of achievement

d___ Certificate

e___ Degree (AA,AS)

f___ Degree (AAS)_____

g___ Specific coursework required for credentials

h___ Transfer to 4 yr. school

i___ Which School_____
j___ Undetermined

k___ Upgrade job skills

l___Other_____

10. **What are/were your main concerns in attending Harper College?** (check all that apply)

a___ Being "too old"/not "fitting in"

b___ Brain has atrophied

c___ Juggling multiple responsibilities

d___ Uncertainty of career goal

e___ Uncertainty of personal goals

f___ Length of time needed to complete program

g___ Fear of unknown

h___ Language and/or cultural barriers

i___ Unaware of services for people with disabilities

j___ Length of time since last attended school

k___Other_____

11. **What factors have contributed to your continued attendance at Harper College?** (check all that apply)

a___ Special Adult Information Program

b___ Classes at convenient times

c___ Available child care

d___ Employer offered financial/other incentives

e___ Role model provided encouragement

f___ Other adults who successfully returned to college

g___ Close to home

h___ Inexpensive programs

i___ Variety of program offerings

j___ Caring and supportive counseling staff

k___ Individual attention

l___ Services for people with disabilities

m___ Other

12. **What services have you used at Harper College?** (check all that apply)

a___ORN 101: Orientation 101 (adults only)

b___PSY 107: Humanistic Psychology (adults only)

c___Center for New Students and Orientation

d___Adult Information Session

e___PSY 108: Career Development

f___PSY 106: Practical Psychology (adults only) (Study Skills Assistance)

g___Career Counseling

h___Career Transitions Center

i___Placement tests

j___Career Interest Testing Workshops

k___Resources for Women

l___Center for Students With Disabilities

m___Weekend College

n___Weekend College Counseling

o___Math Anxiety Support Group

p___Transfer Seminars

q___Financial Aid
r___Short term payment plan

s___Non Traditional Degree Seminar

t___Job Placement

u___Support Groups

v___Personal Counseling

w___International Student Advisor

x___Continuing Education Courses (non-college credit)

y___Continuing Education Information Services

z___Learning Assistance Center
aa___Success Seminars
bb___Test Performance Analysis
cc___Writing Center
dd___Tutoring Center

ee___English as a Second Language

ff___Open Entry Classes

gg___Health Services

hh___CLEP/Proficiency tests

ii___Office of Multi-Cultural Affairs

jj___Childcare

kk___Other_____

13. **Using the lettering in number 12 above, which of the above listed services did you not know about but will now consider using?**

_____

_____

_____ _____

14. **Using the lettering in number 12 above, list the three services most helpful to you.**

a_____

b_____

c_____

15. **Would you be more likely to use Harper services if they were offered:** (check all that apply)

a___ Weekdays between 8:00am-12noon

b___ Weekdays between 12noon-4:00pm

c___ Weekdays between 4:00pm-6:00pm

d___ Weekdays between 6:00pm-10:00pm

d___ Saturday between 8:00am-12noon

f___ Saturday between 12noon-4:00pm

g___ Sunday between 12noon-4:00pm

h___Other_____

16. **How did you become aware of any Harper College services?** (check all that apply)

a___ Friends
c___ TV/Radio
e___ Harper Employee
b___ Harper Course Schedule
d___ Newspaper
f___ Harper Brochure
g___ Other_____

17. **How would you prefer to learn about Harper College services for adults?** (check all that apply)

a___ Friends
c___ TV/Radio
e___ Harper Employee
b___ Harper Course Schedule
d___ Newspaper
f___ Harper Brochure
g___ Other_____

18. **What services at Harper College would you be more likely to use if made available. (Check all that apply)**

a___ Discussion/support group with peers
b___ Financial aid planning session
c___ PSY 108 Career Development (adults only)
d___ Adult student drop-in center
e___ Mandatory academic advising at program midpoint.
f___ Adults-only counselor
g___ Special interest seminars. Please specify_____
h___ Other_____

19. **Suggestions on how Harper College could better motivate you to be a more successful student:**

_____

_____

_____

_____

20. **How can Harper assist you to maintain that motivation?**

_____

_____

_____

_____

Again, thank you for completing this survey.

If you would be available, in an advisory capacity, for future adult planning sessions, please complete the following:

Name_____ Phone_____

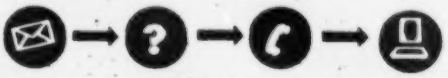
Address_____ _____ _____
Street City Zip

OPERATIONAL STAFF:

Janice Cook, Administrative Secretary
Karla Hill, Research Clerk
Salome Joseph, Clerk
Donna Woodruff, Clerk
Susannah Swift, Clerk

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398

Office
of
Planning
and
Research



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